

DAB Panelstudie / DAB panel study



Bildungsentscheidungen beim Übergang von der Schule in den Arbeitsmarkt:
Determinanten der Ausbildungswahl und der Berufsbildungschancen

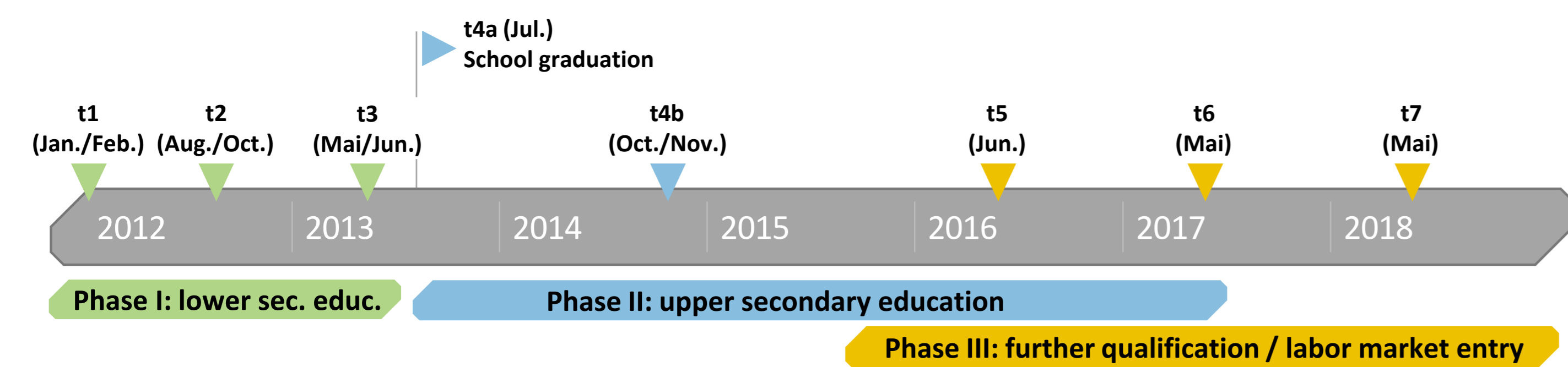
Educational decisions on the transition from school to work:
Determinants of training choice and career opportunities

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Project overview & research questions



DAB-I

- What determinants influence pupils' educational aspirations, the process of career choice and hence the educational choice at the transition to upper secondary education? Of particular interest are:
 - Subjective cost-benefit perceptions, academic performance, attended school track at compulsory level, personality traits (self-efficacy, motivation, etc.), ascriptive characteristics (gender, social origin, migration background)
- When and which decisions are taken during the last one and a half year before leaving compulsory education?
- How stable are educational aspirations? Which young people are able to realize their aspirations?

DAB-II

- What upper secondary education have pupils actually commenced after 9th grade? What is the educational situation within the first 15 months after leaving compulsory education?
 - Certifying tracks (VET, vocational baccalaureate school (BMS1), baccalaureate school, specialized middle schools)
 - Non-mandatory bridge year courses; not in education and training (NEET)
- Who has to adjust / revise educational aspirations? Which characteristics increase the probability of discontinuous educational pathways?
- How is upper secondary educational attainment influenced by different contexts, i.e., individual constraints, institutional setting, regional opportunity structures

DAB-III

- Completion** of upper secondary education programmes. Who successfully completes which training and who fails? Are attained educational degrees in line with previously measured aspirations?
- Aspired **Labor market entry**: What discrepancies can be observed in terms of:
 - open-ended contract, adequate employment, continued employment within training firm, duration until stable employment status, income, occupational status, etc.
- Aspired **Professional further training (upper secondary level)**
 - Who is commencing vocational baccalaureate school (BMS 2), professional education and training (PET), and who graduates successfully?
- Aspired **Higher Education (tertiary level)**
 - Who starts which study programme at which type of university? What are reasons to refrain from HE?

Sample & response rates

	Wave 1 Jan./Feb. 12	Wave 2 Aug.-Oct. 12	Wave 3 Mai/Jun. 13	Wave 4 Oct./Nov. 14	Wave 5 Jun./Aug. 16	Wave 6 Mai/Jun. 17
Type of survey						
Online survey of juveniles	✓	✓	✓	✓	✓	✓
CATI survey of juveniles	x	x	x	✓	✓	✓
Online survey / PAPI of parents	✓	x	x	x	x	x
Sample size						
Gross sample (school classes)	296	215	203	-	-	-
Net sample (school classes)	215	203	199	-	-	-
DAB-Sample	4059	4059	4059	4059	4059	4059
Gross sample (juveniles)	3'854	3'973	3'625	3'510	3'094	2'730
Not yet in class in wave X	205	63	-	-	-	-
Contactable juveniles	-	-	-	2'652	2'861	2'712
Final refusal	23	411	549	965	1'198	n.a.
Realised interviews						
Juveniles	3'656	3'314	3'257	2'237	2'229	2'058
Online (within class / individual)	3'656	3110 / 204	3089 / 168	1'227	1'330	1'374
CATI	-	-	-	1'010	899	598
PAPI	-	-	-	-	-	86
Parents	2'264	-	-	-	-	-
Response rate in %						
school classes	72.6%	94.4%	98.0%	-	-	-
Juveniles	94.9%	83.4%	89.8%	63.7%	72.0%	75.4%
Contactable juveniles	-	-	-	84.4%	77.9%	75.9%
Parents	58.7%	-	-	-	-	-
No participation / attrition						
Class survey refused	42	27	5	-	-	-
Absent at survey date	156	190	255	-	-	-
Individual survey refused	-	176	87	415	632	654
Not contactable for indiv. survey	-	266	44	590	233	18
Not contacted for indiv. survey	-	-	-	268	-	-

Data access

Via project web page www.dab.edu.unibe.ch or download at FORS:



Publications

Becker, Rolf and David Glauser. 2015. Geschlechtsspezifische Berufswünsche und Ausbildungsentscheidungen. *Berufliche Passagen im Lebenslauf. Berufsbildungs- und Transitionsforschung in der Schweiz*. Ed. by Kurt Haefeli, Markus Neuenschwander, and Stephan Schumann. Wiesbaden: Springer VS 21-47.

Becker, Rolf and David Glauser. 2018. Berufsausbildung, Berufsmaturität oder Mittelschule? Soziale Selektivität beim Übergang in die Sekundarstufe II in der Deutschschweiz. *Schweizerische Zeitschrift für Soziologie* 44(1).

Glauser, David. 2015. Berufsausbildung oder Allgemeinbildung. Soziale Ungleichheiten beim Übergang in die Sekundarstufe II in der Schweiz. Wiesbaden: Springer VS.

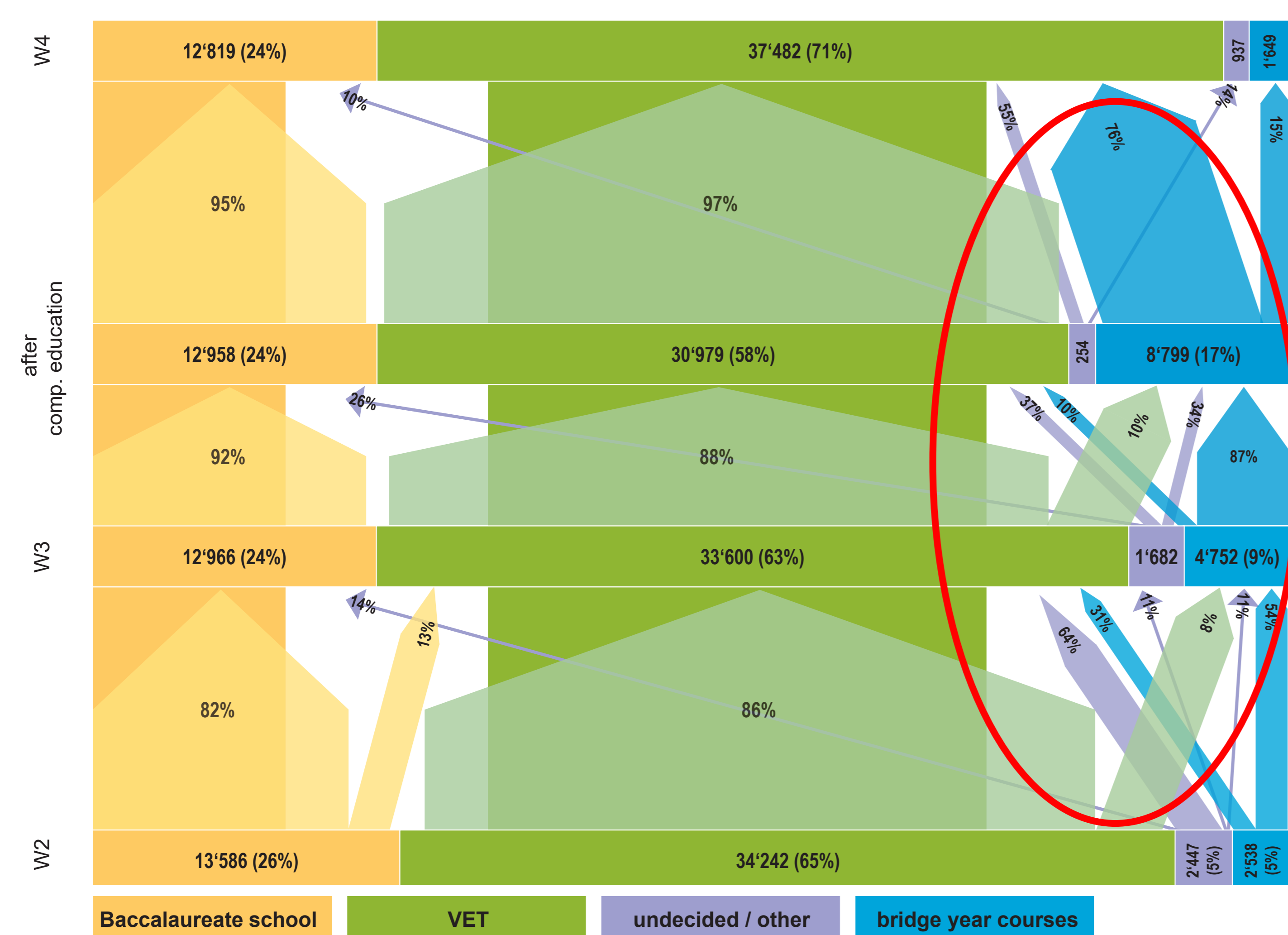
Glauser, David and Rolf Becker. 2016. VET or general education? Effects of regional opportunity structures on educational attainment in German-speaking Switzerland. *Empirical Research in Vocational Education and Training* 8(8):1-25.

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Glauser, David, Rolf Becker, and Fabienne Zwillen. 2016. Passungsprobleme beim Übergang in nachobligatorische Bildungsgänge. Längsschnittdaten zur Situation in der Deutschschweiz. *BWP* 4. <http://tinyurl.com/dab-bwp-04-16-26-30>.

Jäpel, Franziska. 2017. Die Berufsmaturität als Ausbildungsalternative. Einflussfaktoren individueller Bildungsentscheidungen am Übergang in die nachobligatorische Ausbildung. Bern: Haupt.

Descriptive Results: Educational aspirations & attainment at the transition to upper secondary education



Determinants of successful transition

- Directly commencing certifying upper secondary tracks: attended school type at compulsory level (advanced requirements, pre-gymnasium), men, GPA (mathematics)
- Federal VET-Diploma: school type at compulsory level (advanced requirements), GPA (maths), men, migration background (2.5 / 3. generation)
- Directly commencing baccalaureate schools: GPA (German, maths), women, privileged social origin (social class, parental education), migration background (pupils from non-southern EU member states)

Discontinuous educational attainment: Risk factors

- Mismatch of aspirations and realized upper secondary track:
 - Women, school type with basic and advanced requirements: aspired VET ⇒ attended bridge year courses
 - Men, school type with advanced requirements: aspired baccalaureate school ⇒ attended VET
- Most vulnerable group: Pupils from the school type with basic requirements, in particular young women
- Better GPAs in German / maths protect against commencing bridge year courses, this only applies to students from the school type with advanced requirements
- Unanswered: Factors increasing the probability that pupils commence the next best alternative instead of the aspired education. Mismatch between aspired and attended VET track at occupational level.